

## GENERAL COMMENTS, related to high school rigor

- I. Jobs for the future
  - A. Will require higher academic skills
  - B. Will require training beyond high school but not always a 4 year degree
  - C. Efforts to improve rigor and relevance
    - Career Academies – CC partnerships with High school to develop targeted career academies – take college credit courses while in high school – examples.
- II. Project Lead the Way – pre-engineering curriculum for middle and high school students – 14 school districts began implementation in fall of 2005. Supported through the Kern Family Foundation in Wisconsin (\$290,000 in Iowa schools and committed \$700,000 to foster an engineering education.) Want to add another 20 schools in 2006 from their financial support.
- III. I-JAG
- IV. Advanced Placement – efforts undertaken by the DE and Belin-Blank Center to offer on-line and train instructors – 6,047 students took at least 1 AP exam, up from 5, 425 last year and 67% scored 3 or higher – nationally 60% score 3 or higher. Federal funds have provided the Online Academy – 300 accredited high schools are registered in 95 counties – 95% of the schools would be considered rural or small. 1,225 students have taken 1 of the 15 online or ICN courses in 04-05.
- V. Core Curriculum

SF 245 - department has established a project lead team with oversight of the 3 working teams in literacy, mathematics, and science. Teams have been charged to look at future learning needs of students including the use of technology, the needs of the future workforce and the need to be globally competitive. The curriculum will assist in the content needed to meet standards and perform well on assessments. The curriculum will also address 21<sup>st</sup> century skills for high schools students.
- VI. 8<sup>th</sup> grade plan

Have models of plans; providing information to school districts at various conferences, etc. One model (Iowa Choices) will provide each Iowa high school access codes free of charge. Being provided through a partnership between Iowa College Student Aid Commission, College Planning Center and the DE. Used to cost a school between \$500 - \$1,000 to access the tools. This is a web-based career information delivery system, available 24/7 that provides not only career information but also resources and academic counseling that has student assessments, college preparation modules.

**PROFESSIONAL DEVELOPMENT EFFORTS  
(CLOSING THE ACHIEVEMENT GAP/RAISING ACHIEVEMENT FOR ALL)**

INITIATIVE/ FUNDING	DESCRIPTION OF INITIATIVE	SUMMARY OF IMPACT
<p>Iowa Support System for Schools In Need of Assistance (SINA)</p> <p>Funding: Title 1 school improvement and professional development funds.</p>	<p>The No Child Left Behind Act of 2001 (NCLB) requires that “each state shall establish a statewide system of intensive and sustained support and improvement.”</p> <p>The Iowa Support System for Schools in Need of Assistance (SINA) is comprised of staff from all Iowa area education agencies (AEAs). Within three months following identification by the Iowa Department of Education, each SINA develops a two-year plan that:</p> <ul style="list-style-type: none"> <li>• Addresses core academic subjects;</li> <li>• Utilizes scientifically researched strategies;</li> <li>• Implements new teacher mentoring;</li> <li>• Includes parent involvement activities; and</li> <li>• Provides for a peer review of school plan</li> </ul> <p>The Iowa Support System for SINA assists the districts and schools to:</p> <ul style="list-style-type: none"> <li>• Educate all students to high standards;</li> <li>• Strengthen the internal capacity of each district and school;</li> <li>• Focus accountability on results; and</li> <li>• Integrate quality educational practices with local decision-making.</li> </ul> <p>The quality support system for districts and schools focuses around five phases:</p> <ul style="list-style-type: none"> <li>• Audit – collect and analyze data to identify areas of concern;</li> <li>• Diagnosis – review priority areas from the audit summary. Compare current reality with the desired state and complete a gap analysis.</li> <li>• Design Phase – develop an action plan to address the priority areas to increase student achievement. The SINA collaborates with the support team to design the action plan.</li> <li>• Implementation/Monitoring – provides the professional development that develops the capacity of teachers and leaders in the SINA to provide opportunities that increase student achievement.</li> <li>• Monitoring/assessment – evaluate the effectiveness of the interventions for student achievement and provide support for the recommendations that assure sustainability.</li> </ul>	<p>Prior to the 2004-2005 school year, seven Title 1 elementary schools were identified as SINA because they did not meet NCLB state achievement targets for two years in mathematics. An additional nine Title 1 schools were placed on “watch” status because they did not meet state targets for one year.</p> <p>Prior to the 2005-2006 school year, six of the seven Title 1 SINA schools and eight of the nine “watch” year Title 1 schools met NCLB achievement targets in mathematics. Positive progress was made.</p> <p>Prior to the 2004-2005 school year, seven Title 1 elementary schools were identified as SINA because they did not meet NCLB state achievement targets for two years in reading. An additional eight Title 1 schools were placed on “watch” status because they did not meet state targets for one year.</p> <p>Prior to the 2005-2006 school year, six of the seven Title 1 SINA schools and seven of the eight “watch” year schools met NCLB achievement targets in reading. Positive progress was made.</p>
<p>Every Student Counts</p> <p>Funding: Admin./State Activities; Title V Admin./State Activities)</p>	<p>Every Student Counts is a statewide K-12 math initiative. The purpose of this initiative is to develop statewide capacity in mathematics, K-12. As a result of this initiative, school districts will have access to quality professional development and technical assistance in mathematics to help them meet their student achievement goals. The goals are to improve achievement of K-12 students in mathematics and to build a learning community engaged in the study of mathematics, mathematics instruction and student achievement in mathematics through effective implementation of Iowa’s Professional Development Model. The professional development is divided into elementary, middle and high school level content, with separate professional development for each level.</p>	<p>AEA math teams and Urban 8 district math teams are being trained to deliver professional development to teachers at the elementary, middle and high school level. AEA math teams and Urban 8 teams are in the beginning stages of providing this professional development to their teachers. It is expected that all AEAs will offer this professional development by the 2006-2007 school year.</p>

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<p>Positive Behavioral Supports</p> <p>Funding: IDEA – Part B Funds</p>	<p>Positive Behavior Supports is a research-based project whose goal is to assure a safe and effective learning environment by training school staff and students how to prevent behaviors that detract from learning.</p>	<p>A total of 67 teams representing 81 schools in Iowa are currently being trained or have completed three years of training in the implementation of School-wide Positive Behavior Supports. These teams represent 50 elementary schools, 15 middle schools, 13 high schools and three alternative settings.</p> <p>Of the original eight demonstration sites that began in August 2002, all reached the 80% criteria for implementation of the model. On average the percent of students with one office disciplinary referral or less decreased an average of 8%. In two schools, the number of students with one or fewer office disciplinary referrals increased by over 25% from their first year of implementation to the 2004-05 school year.</p> <p>The schools with three years of data experienced an average decline of 2.5 in the average number of office disciplinary referrals per day per 100 students. These declining rates of office disciplinary referrals resulted in an average saving of 112 hours of instructional time and 56 hours of administrative time.</p> <p>Initial indications are that the schools that began in August 2003 are achieving similar results. When they achieve full implementation as measured by the implementation integrity measures used in the program, office disciplinary referrals begin to drop and the percentage of students that are obeying school rules as reflected in the percent of students that receive one or fewer office disciplinary referrals in a year increases. Over the next two years, the Research Institute for Special Education (RISE) will continue to track progress on reducing behavioral problems and the impact of that change in measures of student academic performance.</p>
<p>Multiple Impaired Project</p> <p>Funding: IDEA – Part B Funds</p>	<p>This project focuses on aligning the research about effective practices for students with multiple impairments (severe cognitive disabilities and including deaf/bind) with the provision of effective classroom instruction and assessment. The project is collecting and analyzing trend data in the alternate assessment to determine the effectiveness of implementation of these practices and achievement gains for these students.</p>	<p>The first year of the grant involved a comprehensive review and analysis of the research, teacher surveys, document reviews and the Alternate Assessment to determine teaching strategies that are most effective for students with multiple impairments.</p> <p>Year two has involved providing professional development for teachers and service providers in the use of Every Move Counts, an assessment instrument. Teachers and service providers are keeping implementation logs and videotaping themselves doing the assessment. The videotapes are sent in for evaluation. Information gained from the various evaluation tools of implementation are used in the provision of follow-up professional development.</p> <p>A 2006 summer institute will focus on calendar systems and activity based instruction with a particular emphasis on methods to monitor student progress.</p>

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Instructional Decision Making  Funding: IDEA – Part B Funds	<p>The Instructional Decision Making (IDM) process focuses on instruction by using data regarding students' responses to past instruction to guide future educational decisions. This process is based on the proactive concept of early assistance and matches the amount of resources to the nature of the students' needs.</p> <p>Currently the Department of Education is in the process of training leadership teams in each AEA with the goal of empowering them to support additional pilot sites in the coming months.</p>	Currently piloting the Instructional Decision Making Model in 12 building sites and 8 districts to impact instructional decision making to facilitate student's learning.
Collaborative, Consultative, and Co-teaching  Funding: IDEA – Part B Funds	Iowa's implementation of the collaborative teaching model between general and special education teachers is based on NCLB research that calls for improving achievement through the recruitment and retention of highly qualified teachers. Iowa's implementation and support of the collaborative teaching model through professional development activities will be a critical tool in reducing the achievement gap.	In March, teams from all AEAs will be provided professional development in a train the trainer model. These teams will provide professional development in various methods of the consultative teaching model for implementation. Districts will receive this training over the remainder of the spring, summer and during the 2006-2007 school year.
Struggling Readers III  Funding: Three year Federal State Improvement Grant	The Department of Education has convened a committee to identify the various intensive reading initiatives in the state for reading instruction for "non-readers" and to compile this information and the essential components for instruction of these students.	This will provide districts with information on methods of instruction for those students for whom more intensive instruction is needed, parameters for determining which program(s) would best meet the needs of their "non-reading" students, and information about what practices need to be in place for student success.
Iowa Professional Development Model  Funding: State	<p>The Iowa Student Achievement and Teacher Quality Program sets standards for how to plan, provide, and evaluate professional development for Iowa's teachers. Professional development, as described in this legislation, is for the purpose of closing the achievement gap. Professional development includes learning opportunities that are included in the District Career Development Plan and the Individual Teacher Career Development Plan. These professional development structures address district student achievement goals and the Iowa Teaching Standards. The Iowa Professional Development Model provides guidance and technical assistance for implementing district and school-wide professional development to accomplish gains in student achievement. The Department has provided:</p> <ul style="list-style-type: none"> <li>• Capacity building efforts to provide technical assistance to AEAs and local districts in the area of professional development;</li> <li>• Assistance to local districts in accessing research based instructional content through the Iowa Teacher Academies.</li> <li>• Information on research on instructional strategies through the Iowa Content Networks; and</li> <li>• Resources to assist local districts in developing District Career Development Plans and Individual Teacher Development Plans.</li> </ul>	<p>Ongoing training in the Iowa Professional Development Model has been provided to each AEA. AEAs report that they have provided technical assistance on professional development practices to every district in Iowa.</p> <p>Each district in Iowa has submitted a district career development plan. Most plans included the critical attributes of quality professional development.</p>

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OUR KIDS Project  Funding: Federal	<p>The goal of the OUR KIDS project is to decrease the achievement gap by increasing the language development and academic achievement of English language learners (ELLs) through:</p> <ul style="list-style-type: none"> <li>• Providing professional development in second language acquisition</li> <li>• Providing training in the specific content areas of math, science and language arts/reading</li> <li>• Providing resources and training using technology</li> </ul>	<p>Research has shown a high correlation between teacher knowledge and student achievement. Data is being collected on the impact of the project.</p>
Teacher Quality Enhancement Grant: Goal 2 – Diverse Populations (ELLs)  Funding: Federal	<p>This initiative seeks to build the capacity of teacher educators and teacher candidates in educating Iowa's ELLs by doing the following:</p> <ul style="list-style-type: none"> <li>• Establishing a partnership among teams from Iowa's Institutions for Higher Education and the members of the Iowa Administrators' Second Language (L2) group.</li> </ul> <p>Providing opportunities for teacher educators and teacher candidates to improve teaching of culturally and linguistically diverse students.</p>	<p>Research has shown a high correlation between teacher knowledge and student achievement. As a result of the Teacher Quality Enhancement grant, ELL-student achievement will be impacted by teacher educators and teacher candidates who attend the training opportunities. Data will be collected throughout the project's duration.</p>
Reading First/Every Child Reads  Funding: Federal Reading First Funds	<p>Iowa's Reading First effort is designed to improve the early reading achievement of children in kindergarten through 3<sup>rd</sup> grade at high poverty-low performing schools by providing reading instruction that:</p> <ul style="list-style-type: none"> <li>• Is based on the findings of scientific research in beginning reading;</li> <li>• Addresses the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension);</li> <li>• Applies the findings of scientifically based reading research by identifying specific instructional strategies and models, programs and materials that have been proven effective in improving reading performance of children in kindergarten through 3<sup>rd</sup> grade;</li> <li>• Includes early intervention for children who are struggling in learning to read and for children with special needs; and,</li> <li>• Informs the evaluation, selection and implementation of instructional strategies and models, programs and materials and the development of professional development.</li> </ul> <p>In Iowa, 30 districts (54 buildings) currently receive Reading First funds. Another 22 districts are eligible to submit an application for Reading First funds.</p>	<p>The following data is based the 4<sup>th</sup> grade ITBS Reading Comprehension subtest:</p> <ul style="list-style-type: none"> <li>• In the spring of 2001, all high poverty-low performing schools had less than 60% of their 4<sup>th</sup> grade students identified as proficient readers.</li> <li>• By the spring of 2005, more than 75% of these same schools had more than 60% of their 4<sup>th</sup> grade students identified as proficient readers. <ul style="list-style-type: none"> <li>– In fact, 33% of these schools had over 75% of their 4<sup>th</sup> grade students identified as proficient readers.</li> <li>– Four of these previously low performing schools reached the goal of 100% of their students reading at grade level.</li> </ul> </li> <li>• The achievement gap narrowed in the following 4<sup>th</sup> grade student groups: <ul style="list-style-type: none"> <li><i>Gender – by 2 %</i></li> <li><i>African American - by 1%</i></li> <li><i>Hispanic – by 6%</i></li> <li><i>Economically Disadvantaged – by 4%</i></li> <li><i>IEP – by 1%</i></li> <li><i>ELL – by 4%</i></li> </ul> </li> <li>• The achievement gap widened in the following 4<sup>th</sup> grade student groups: <ul style="list-style-type: none"> <li><i>Asian – by 1%</i></li> <li><i>Native American – by 6%</i></li> </ul> </li> </ul>

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<p>Every Child Reads 3 to 5 Years</p> <p>Funding: IDEA-Part B</p>	<p>Statewide staff development project to build capacity of early care and education providers to increase language, reading, and writing skills of children getting ready to enter school.</p> <p>Targeted to Community early care and education providers; Head Start; Child Care Resource and Referral; community colleges; AEA early childhood providers.</p>	<p>The Every Child Reads 3 to 5 Years initiative provided training for 1,497 early care and education providers during a federally funded State Improvement Grant early childhood literacy initiative. Data indicated from a pre- post-test assessment that the early care and education providers significantly increased their use of literacy strategies and retained use of strategies upon six months post-test follow-up assessment. Providers with less education and fewer years of experience had the most increase in overall use of the literacy strategies. Providers with more education and years of experience had already been using many strategies but increased frequency of use on a daily basis. Also 18 kindergarteners who had attended early care and education ECR settings had an average of 91 total words spoken (TWS) for story retelling in comparison to matched peers who had an average of 85 TWS whose teachers had not participated in the literacy training. Training was considered to impact children's later academic success (story retelling is highly correlated to reading success).</p>
<p>Speech Language Pathologist (SLP) Oral Narrative Project</p> <p>Funding: IDEA-Part B</p>	<p>Statewide staff development research project for all AEA SLP staff and local school district kindergarten teachers to gather research data to support effective intervention strategies to increase preschoolers' vocabulary skills necessary for academic success.</p>	<p>SLP Oral Narrative Project includes 75 SLPs currently collecting data as an ongoing research study to link the use of kindergarteners' oral language skills to pre-literacy skills necessary for later reading success. A proven shared reading intervention called Dialogic Reading, which is designed to promote the development of oral language skills through the use of books with adult interaction (parents and or teachers), is being used to collect data with three children, one with language delays and two typically developing peers.</p> <p>Results indicated the student with language delays started the study with a lower mean number of TWS than the regular education students, but their mean gain in TWS (25.3) was similar to that (28.1) of the regular education students administered the 12 bimonthly story retelling probes. The group of general education students who received beginning and ending pre- and post-test probes only gained 13.9 TWS. The study was successful in documenting interventions that closed the gap for students with language delays achieving rates of vocabulary development similar to peers. The study also showed that general education students with instruction make twice the amount of gains in vocabulary development as their peers without instruction and periodic assessment. Kindergarten teachers are provided training and access to additional support materials to implement instruction strategies.</p>

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<p>Iowa Quality Preschool Program Standards (QPPS)</p> <p>Funding: OSEP State Improvement Grant; Community Empowerment Areas</p>	<p>Statewide project to increase number of available quality learning environments for Iowa preschoolers of special education to have quality learning environments available in least restrictive environments with their peers.</p> <p>Targeted to community early care and education centers; community colleges; AEA early childhood staff.</p>	<p>Sixty-five facilitators, representing AEAs, local education agencies, community empowerment areas, and Child Care Resource &amp; Referral completed QPPS training (January 2005). These facilitators are each working with eight staff members from two community based early childhood programs over the next three years (121 programs involved). From January to March 2005, 37 facilitators trained 203 Early Childhood staff from 63 programs. The programs completed the QPPS Self-Assessment (March 2005) and developed a quality improvement plan (May 2005). Results of the self-assessment were used to provide professional development in the area of math curriculum. Five community colleges were involved in the training and they are infusing the QPPS in their course curriculums (seven faculty trained). The colleges include: DMCAA, Iowa Western, Kirkwood, Iowa Lakes, and Hawkeye. As of March 15, 2005, 22 courses in two community colleges have infused the QPPS into their curriculum.</p>
<p>Shared Visions-Parent Support Programs</p> <p>Funding: State of Iowa</p>	<p>Family Support Programs ensure the delivery of quality, family-centered early childhood services.</p> <p>Targeted to families with income below 130% poverty threshold and at-risk factors.</p>	<p>Shared Visions-Parent Support Programs contributed to the results of Iowa's Early Care, Health and Education system by providing resources to support child care through child care subsidy; 87% of these children have health insurance; 96% of children were immunized; domestic and family violence decreased from 25% to 20%; family member education increased; and self-sufficiency in employment increased. Materials and resources enhanced parenting skills to promote positive interactions between parent and child increasing school readiness skills necessary for achievement.</p>
<p>Shared Visions-Preschool Programs</p> <p>Funding: State of Iowa</p>	<p>Shared Visions Preschool programs ensure high quality child development for at-risk children getting ready for school.</p> <p>Targeted to children at-risk and below 130% poverty threshold.</p>	<p>Shared Visions Preschool funds provided quality early learning experiences for 2,167 children ages three to five. About 85% were at-risk due to poverty with the remaining children qualifying due to other risk factors. The Early Childhood Environment Rating Scale-Revised (ECERS-R) evaluation indicated average ratings of 5.8 compared to national average of 4.26 (scale of 1-7 with 5 being good and 7 being excellent.) Over 91 % of Iowa programs were considered good quality as compared to less than 20% nationwide.</p>

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Even Start  Federal Funding	<p>Improve educational opportunities for children and adults by integrating early childhood and adult education for parents, focused on literacy development.</p> <p>Targeted to families of low income seeking GED or high school diploma and their children age birth through age 7 years.</p>	<p>Even Start grantees participated in "Opening World of Learning" (OWL) training focusing on math curriculum strategies. Staff conducted a program evaluation using standardized assessment of Family Outcomes. Data is being analyzed and should be available by May 2006.</p> <p>The average percentage of adults showing significant learning gains on reading, math, and English language acquisition was 45% in each content area. The 45% of ESL adults advanced at least 1 level in language/literacy and 27.8% in math.</p> <p>89% of 3-5 year-olds improved at least 1 level in language/literacy compared with 81% in math</p> <p>For children entering kindergarten, 89% made significant gains on language development and reading readiness. 98% of school-aged children participating in the program were promoted on grade level.</p>
Supporting Changes and Reform in Interprofessional Preservice Training (SCRIPT)	<p>Assist higher ed faculty in developing and implementing an interactive personnel preparation model that promotes family-centered practices in teaching of students receiving training to instruct children with special education needs.</p>	<p>Supporting Changes and Reform in Interprofessional Preservice Training faculty have developed a questionnaire to gather data from students using family-centered practices based on instruction received in training programs. Impact data in process of being analyzed.</p>
Struggling Readers II	<p>The Department of Education is providing comprehensive professional development in the University of Kansas Learning Strategies and Content Enhancement Routines. AEA and district staffs are providing instruction to low achieving middle and high school students and becoming certified by the University of Kansas to provide this professional development to other teachers.</p>	<p>Use of these research-based strategies and routines help low achieving middle and high school students become independent learners in general education core content courses. There are currently 70 certified or in-training professional developers participating in the initiative.</p> <p>Following the first year of implementation there are 15 schools using the Content Enhancement Routines school-wide. Many more schools doing partial implementation pilots. Special education teachers in many schools have received professional development in and are using the reading strategies with their special education students. Several schools have adopted the writing strategies school-wide.</p> <p>The project is currently initiating the process of adding database to the system used for Reading First. This will provide better accounting and more consistent data collection for analysis.</p>
Online instruction with special education teachers as coaches	<p>Core content endorsed teachers provide web-based subject matter instruction to students with disabilities in schools across the state. Special education teachers are trained to be onsite coaches to assist the students in accessing the subject matter.</p>	<p>Online instruction for students with disabilities in biology is being piloted this year. This instruction will allow students with disabilities to access general education classes, which they are not able to attend with their peers or that are not available in their school.</p>



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Improve Teacher Knowledge and Skills in Reading  NGA Grant	This grant program focuses on improving the reading skills of high school students. The grant provides \$25,000 for each of the four participating high schools to provide professional development to the staffs of the schools to implement the Question Answer Relationships (QAR) strategy and the Second Chance Reading (SCR) program. This professional development sequence will significantly improve student opportunity to successfully participate in the rigorous curriculum that is required for success in college and the workplace. The professional development sequence improves teacher knowledge and skills by: (1) training language arts, Title I, special education, and reading specialists of the schools to implement a developmental reading program specifically designed for adolescents who have significant delays in reading (SCR), and (2) training content-area teachers to incorporate an evidence-based reading comprehension strategy for adolescents in their content-area instruction. Selection of high schools to participate in this effort is based on a competitive application process that is currently underway.	Participating high schools will be required to gather and report student and implementation data over the course of the grant to determine the effects on student reading performance and teacher instructional practices.
Iowa Teacher Development Academies (TDA)	The purpose of the Iowa Teachers Development Academies are: <ul style="list-style-type: none"><li>To increase student achievement through quality professional development.</li><li>To improve local district access to qualified trainers in high demand content areas (Reading, Mathematics and Science).</li><li>To increase the number of teachers and consultants with expertise in specific academic content areas and skills in delivering professional development opportunities.</li></ul>	Provided below are the numbers of participants that have engaged in training.  Participants are currently implementing the practices being learned in the Academies. Data are being collected for each Academy and will be available for analysis at the end of the 05-06 school year.
TDA – Second Chance Reading	The goal of Second Chance Reading is to increase reading comprehension for struggling readers and higher order reading comprehension in content areas. Strategies include: read alouds, think alouds, inductive thinking, writing and graphic organizers, questioning strategies, vocabulary, fluency practice, and cooperative learning.	Second Chance Reading: Teachers 95 AEA 25 Central Office/Principals 30  Many districts and AEAs report that SCR is successful; for example, AEA 14 reports that test scores (7-11) increased for those students in SCR. 35% of students enrolled achieved scores above the 40 <sup>th</sup> percentile. The 8 <sup>th</sup> grade scores increased by 12 points in reading school wide.
TDA – Question Answer Relationships (QAR)	The goal of QAR is to increase reading comprehension by teaching grade 6-12 students to become competent in using a common language to talk about strategies and their use in context; in using questions before, during, and after reading; in using a variety of strategies for answering questions about texts; and in creating good questions to guide research.	QAR Teachers 59 AEA 8 Central Office/Principals 9
TDA – Concept Oriented Instruction (CORI)	Concept Oriented Reading Instruction is a research-based classroom instructional model emphasizing reading engagement, reading comprehension, and conceptual learning in science or other content areas; for students in grades 6-12.	CORI Teachers 60 AEA 5 Central Office/Principal 8
TDA –Cognitively Guided Instruction (CGI)	In CGI professional development, elementary school teachers learn a framework for how children learn the concepts of number, operations and algebra. Teachers work to integrate this framework with their mathematics instruction.	CGI Teachers 57 AEA 12 Central Office/Principals 13

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Model Core Curriculum	Identify the core content and skills of a world-class curriculum in literacy, math, and science. Includes research about curriculum in other countries. Will be distributed to local districts to help them analyze their current curriculum and make necessary improvements.	Potential impact – raising the achievement level in math, literacy, and science to world-class standards.
Career Academies	Community colleges have established partnerships with area high schools (and usually others in the community, such as business and higher education institutions) to develop targeted career academies that allow qualified students to take college credit courses while in high school and explore a specific career field with "hands on" experiences. In addition to taking dual credit courses, students get job and career experience through internships and job-shadowing. Career academy subjects typically are based on research among area businesses and student interests/needs.	Examples: Kirkwood Community College is creating science-oriented Career Edge academies in five high schools. Hawkeye Community College (HCC) is working to develop a 2+2 biotechnology career academy with area high schools. DMACC offers a Math and Science Academy to include Biology, Calculus, Chemistry, Finite Math, Statistics
Project Lead the Way (PLTW)  Funding: Kern Family Foundation (Wisconsin).	PLTW is a non-profit organization comprised of the Iowa DE, higher education, lawmakers, and private business. PLTW promotes a pre-engineering curriculum for middle and high school students designed to encourage secondary students to learn about the field of engineering and facilitate transitions between high school and college. One of the goals of the project is to encourage more young women and minority students to pursue engineering related careers.	10 secondary schools established PLTW in the fall of 2005. Cedar Rapids is the largest and West Harrison is the smallest district. Kirkwood Community College and Eastern Iowa Community College District have established PLTW as career academies in partnership with area secondary schools.  Projections for PLTW implantation in 2006 are 20 schools. These 20 sites are mainly in Iowa largest districts; however, PLTW will continue to grow in Iowa smaller district as well. Six of Iowa's urban school districts are projected to implement PLTW in 2006; one urban school district implemented PLTW in 2005.
Advanced Placement  Funding: State and Federal	The College Board AP courses are college-level studies available to high school students, most often in their junior or senior years. Students choose among 34 classes in 19 subject areas, with an optional final exam at the completion of the course. Most colleges grant credit or advanced placement to students with high AP exam scores.	In 2005, 6,047 students took at least one AP exam, up from 5,425 the year prior. (Exams are not required, but students who do take the exams and score 3 or higher typically are able to garner college credit for the course). 67.2 percent of 8,986 test takers scored 3 or higher (69.2 percent scored 3 or higher last year); 5 is the highest possible score; nationally, 59.6 percent of students scored 3 or higher.
Distance Learning  Funding: State and Federal	Distance learning opportunities are offered to students statewide to help provide a wider range of classes, as well as more challenging classes, to students and districts that otherwise would not have access to that curriculum (either because of a lack of teachers or classroom space, for instance). <ul style="list-style-type: none"> <li>• ICN courses have been offered to students for 15 years.</li> <li>• Iowa Learning Online collaborates with Iowa high schools, Iowa higher education institutions (community colleges, regent universities and independent colleges/universities) and Iowa's Area Education Agencies in order to provide quality learning opportunities for students anywhere in the state. Iowa Learning Online serves a variety of educational needs and a broad range of learners. Iowa Learning Online is open to meeting the needs of all students, not only those with advanced learning needs.</li> <li>• Online AP Academy provides AP courses to accredited public and private schools over the Internet or ICN.</li> <li>• E2T2 supports quality professional development in reading and mathematics through the integration of instructional technologies.</li> </ul>	During the 05-06 school years, 263 ICN classes were offered to more than 7,000 high school students; 163 of the courses provided college credit.  Now in its second year of operation, ILO has served more than 1, 000 students. Class offerings vary by semester; in the Fall 2005, 19 courses were offered.  Through May 2005, 300 accredited Iowa high schools registered with the Iowa Online AP Academy, representing all 12 Area Education Agencies and 95 counties. About 95 percent are rural or small schools, according to IOAPA. During the 2004-05 school year, about 1,225 accredited public and private school students have taken one of the 15 online or ICN courses, and more than 2,000 have used other AP materials and processes provided by the academy.  ITBS scores for E2T2 groups have substantially closed achievement gaps in mathematics at all levels. In the area of reading, the majority of schools have shown improved subgroup achievement, even in the face of increasing number of students in the various subgroups.